



OAKLANDS CATHOLIC SCHOOL **AND** **SIXTH FORM COLLEGE**

With delegated responsibility from the
Edith Stein Catholic Academy Trust

RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

APPROVED BY LOCAL GOVERNING BODY	March 2023
SCRUTINISED BY ETHOS & STRATEGY COMMITTEE	February 2023
DATE LAST REVIEWED	February 2023
MEMBER OF STAFF RESPONSIBLE	Deputy Head
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

Policy Amendments

Version date	Section / Page	Amendment
February 2023	13.3 / Page 9	Additional bullet point: Head of PDC will gather and share information regarding students with specific issues relating to sensitive topics
	A1.1 / Page 11 A1.2 / Page 11	Additional sentence: Students in Year 7-11 will learn about the Ten Ten programme as part of their RE lessons. This replaces previous paragraph regarding Key Stage 3 (A1.2).
	A1.3 / Page 11	Update to Key Stage 5 programme.
	A1.5 / Page 11	Removal of RE Residential Experiences
March 2020	Cover	Change from Education for Personal Relationships to Relationships and Sex Education Policy
Any changes highlighted are those from the updated CES Model Policy 2020		
	Section 2 / Pg 2	Aims section has been extensively expanded from previous version
	Section 3 / Pg 3	Updated to include the DfE 2019 statutory guidance and CES Model Policy 2020
	Section 4 / Pg 3	Updated to include the DfE 2019 statutory guidance
	Section 5.1 / Pg 3 Section 5.4 / Pg 4 Section 5.5 / Pg 4	Addition Clarification that PSHE at Oaklands is known as PDC New wording
	Pg 4	Deletion of previous Section 7 as this has now been incorporated into Section 2 and the subsequent re-numbering of the other sections
	Section 8.1 / Pg 5	Sentence relating to SEN / disability
	Section 8.2 / Pg 5	Addition of previously looked after
	Section 8.4 / Pg 6	Appendix 1 will be fully updated once we have agreed the resources we will be using
	Section 8.5.2 and 8.5.3 / Pg 6	Updated so that the new right to withdraw procedures are clarified
	Section 9.2 / Pg 7	Reference to the Visitors Policy and addition of CES Guidance Checklist
	Section 13 / Pg 8	Addition of new section
	Sections 13.3 and 13.4 / Pgs 8-9	New sections added
	Section 14 Pg 9	Reference to school policies / procedures
	Appendix A / Pg 11	Updated in line with new RSE guidance
	Appendix B / Pg 14	New

“For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love.”

(2 Peter 1:5-7)

1.0 Our Values

Community

We believe that the essential nature of Oaklands Catholic School and Sixth Form College is one where education and formation occurs for all, in Christ. Therefore, the transmission of Gospel values is integral to the distinctiveness of our school community.

Unity

We recognise the importance of placing Christ at the centre of all that we do. As a result, a student’s journey through Oaklands will be one of an education in faith and spiritual development.

Opportunity

We value the sanctity of the individual and promotion of “the formation of the whole person.”

2.0 Aims

- 2.1 Our Mission Statement and School Values commit us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, we endeavour to raise pupil’s self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons, and develop caring and sensitive attitudes. It is in this context that we commit ourselves, in partnership with parents, to provide children with a Relationships and Sex Education programme which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.
- 2.2 In this policy the Governors and teachers, in partnership with parents and carers who stand in their place (*parents used henceforth to mean both parents and carers*), set out their intentions about Relationships and Sex Education (RSE). We set out our rationale for and approach to RSE in the school. This policy is adapted from the Catholic Education Service *Model Policy for Relationships and Sex Education* and it has been written in response to the DfE Statutory Guidance ‘Relationship Education, Relationships and Sex Education (RSE) and Health Education 2019.
- 2.3 To develop this policy, the following consultation has taken place:
 - meeting with school governors
 - open meeting for parents and carers
 - pupil voice
 - review of the RSE curriculum content delivered in RE
 - review of the PSHE (Personal, Social and Health Education), known in Oaklands as Personal Development and Citizenship (PDC) and Science curriculum content

3.0 Defining Relationship and Sex Education

- 3.1 The DfE guidance states that “children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.” * It is about the development of the pupil’s knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience.
- 3.2 In Secondary schools, RSE should “give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure).” *
- 3.3 Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.’ *

4.0 Statutory Curriculum Requirements

- 4.1 We are legally required to teach those aspects of RSE and Health Education as outlined in the DfE statutory guidance ‘Relationships education, Relationships and Sex Education (RSE) and Health Education’ 2019
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

5.0 Rationale

- 5.1 ‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (*John 10.10*). The school recognises that Relationships and Sex Education is **a shared responsibility between home and school**. It is taught with regard to the personal, social, moral and faith development of the child
- 5.2 We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.
- 5.3 At the heart of the Christian life is the Trinity, Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops.

* Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

- 5.4 Following the guidance of the Bishops of England and Wales and as advocated by the DFE, RSE will be firmly embedded in the PSHE (PDC at Oaklands) framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ's vision of being human as good news and will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be understood and appreciated.
- 5.5 All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

6.0 Values and Virtues

- 6.1 Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to the God's call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy and compassion.

7.0 Objectives

- 7.1 To develop the following **attitudes and virtues**:
- reverence for the gift of human sexuality and fertility;
 - respect for the dignity of every human being – in their own person and in the person of others;
 - joy in the goodness of the created world and their own bodily natures;
 - responsibility for their own actions and a recognition of the impact of these on others;
 - recognising and valuing their own sexual identity and that of others;
 - celebrating the gift of life-long, self-giving love; recognising the importance of marriage and family life;
 - fidelity in relationships.
- 7.2 To develop the following **personal and social skills**:
- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
 - loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
 - managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
 - managing conflict positively, recognising the value of difference;
 - cultivating humility, mercy and compassion, learning to forgive and be forgiven;
 - developing self-esteem and confidence, demonstrating self-respect and empathy for others;
 - building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
 - being patient and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
 - assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

7.3 To know and understand:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way which is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception;
- how to keep themselves safe from sexually transmitted infections and how to avoid unintended pregnancy, including where to go for advice.

8.0 Outcomes

8.1 Inclusion and Differentiated Learning

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination. Resources will be differentiated as appropriate for children with special educational needs and / or disabilities. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

8.2 Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children or were previously looked after.

8.3 Broad Content of RSE

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension; a cross-curricular dimension and a specific relationships and sex curriculum.

8.4 Programme / Resources

Appendix 1 to this policy provides further information about the RSE programme at Oaklands.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- values clarification

8.5 Parents and Carers

8.5.1 We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more should that be required or requested. Parents/carers will be informed when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

8.5.2 **There is no right to withdraw** from Relationships Education or Health Education. DfE guidance states: *Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept. Should parents wish to withdraw their children they are asked to notify the school by contacting the Headteacher. The school will provide support by providing material for parents to help the children with their learning. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, **up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.***

8.5.3 At Oaklands, we believe that the controlled environment of the classroom is the safest place for the RSE curriculum to be followed.

8.6 Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE (in secondary schools/academies relating to forced-marriage, female genital mutilation, abortion, the age of consent and legislation relating to equality). Knowing the facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is compatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

8.7 Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lays with the following departments: Religious Education, Science and PDC. However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

9.0 External Visitors

- 9.1 Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher led sessions.
- 9.2 It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our Visitors Policy, developed in line with CES guidance 'Checklist for External Speakers to Schools'
- 9.3 Health professionals should follow the school's policies, minimising the potential for disclosures in a group forum or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

10.0 Other Roles and Responsibilities Regarding RSE

10.1 **Governors**

Draw up the RSE policy, in consultation with parents and teachers;
Ensure that the policy is available to parents;
Ensure that the policy is in accordance with other whole school policies, e.g., SEN, the ethos of the school and our Christian beliefs;
Ensure that parents know of their right to withdraw their children;
Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within RE and PDC.

10.2 **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, the Diocesan Schools' Service and the Local Education Authority, also appropriate agencies.

10.3 **Heads of RE, PDC, Science**

The Heads of Department with the Headteacher have a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training, supported by the Pastoral Deputy Head and Designated Safeguarding Lead.

10.4 **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic Ethos of the school. Appropriate training will be made available for all staff teaching RSE. All staff should be aware of the policy and how it relates to them.

11.0 Relationship to other Policies and Curriculum Subjects

- 11.1 This RSE policy is to be delivered as part of the RE, Science and PDC frameworks. It includes guidelines about pupil safety and is compatible with the school's other policy documents (for example, Anti-Bullying Policy, Safeguarding Policy, Child Protection Policy etc)
- 11.2 Pupils with particular difficulties whether of a physical or intellectual nature will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.
- 11.3 Learning about RSE in PDC classes will link to/complement learning in those areas covered in RE and Science.

12.0 Children's Questions

The Governors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

13.0 Controversial or Sensitive Issues

- 13.1 There will always be sensitive or controversial issues in the field of RSE. These may be matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The governors believe that children are best educated, protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion.
- 13.2 Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, e.g., where a child or young person's questions hints at abuse, is deliberately tendentious or is of a personal nature.
- 13.3 **Specific issues**
- Staff will not give personal advice on sexual matters or sensitive issues.
 - Staff will not express personal opinions on potentially contentious matters, remaining mindful of their obligation to teach in support of the Catholic ethos of the school.
 - Sensitive issues (homosexuality, gender re-assignment, AIDS, contraception, certain sexual practices) may be raised by the children; if so, the teacher will respond in an open and honest manner, **with regard to the children's level of understanding and the teachings of the Church**. Knowing about facts and enabling young people to explore differing viewpoints at a level appropriate to their age, for example about different family types, is not the same as promoting certain types of behaviours, and is not incompatible with our schools promotion of Catholic teaching. The teacher will not respond to the whole class where a child's question is particularly explicit. If staff have concerns of the child's safety, the child will be encouraged to talk with the teacher privately, who will act in accordance with the school's Child Protection Policy.

- Head of PDC will contact pastoral leads to ask about students who may have specific issues learning about particularly sensitive topics. Head of PDC will disseminate this information to the relevant teaching staff so they can be made aware in advance of teaching these topics. Staff will not speak to students about these issues directly; it is more on a need to know basis so that they can cater their discussions and ensure everyone feels safe and comfortable in the classroom.

13.4 **Managing difficult questions**

- Pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Sex Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Managing difficult questions will require a graduated, age-appropriate programme of Relationships and Sex Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. The school, and class teachers especially, will consider what is appropriate and inappropriate in a whole-class setting. Teachers may require support and training in answering questions that are better not dealt with in front of a whole class, and this will be addressed as part of the school's professional development provision as necessary.
- As a point of general practice, teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Many teachers are concerned about responding to unexpected questions or comments from pupils in a whole-class situation. Having a set of ground rules within a class should reduce the chances of this happening, and teachers will receive support and training so that they are prepared for the unexpected.
- For example:
 - If a question is too personal, the teacher should remind the pupil of the ground rules. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as a parent or carer, a school counsellor, school nurse, helpline, or an outside agency or service;
 - If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later
 - If a teacher is concerned that a pupil is at risk of sexual abuse, they should follow the school's child protection procedures.

14.0 Supporting Children and Young People who are at Risk

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse they are required to follow the school's Safeguarding and Child Protection Policies and immediately inform the SLT Designated Safeguarding Lead.

15.0 Confidentiality and Advice

- 15.1 All governors, all teachers, all support staff, all parents and all pupils must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.
- 15.2 All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes which underpin the Christian understanding of what it means to be fully human.
- 15.3 Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers will explain to pupils that they cannot offer unconditional confidentiality, in matters which are illegal or abusive for instance. Teachers will explain that in such circumstance they would have to inform others, e.g., parents, head teacher, but that the pupils would always be informed first that such action was going to be taken

16.0 Monitoring and Evaluation

SLT will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated by means of response sheets /needs assessment given to pupils, and/or by discussion with pupils, staff and parents. The results of any feedback should be reported to these groups of interested parties and their suggestions sought for improvements. Governors will consider all such feedback and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

Appendix A

RSE Programme

A1.0 Religious Education

A1.1 Ten Ten Programme

For the RSE curriculum it is intended to use the Ten Ten programme 'Life to the Full' as a framework. Ten Ten Resources is a brand new service from the founders of the Catholic professional theatre company, Ten Ten, which aims to help school communities grow in faith, love, understanding and compassion. They do this by creating a wide-range of unique media-rich programmes and resources, inspired by the Catholic Faith. We have chosen to take inspiration from their resources, and to use them to help us create our programme of study, as they are specifically written and produced for Catholic schools and meet the new statutory guidance for the subject. They are also based on the model Catholic RSE curriculum provided by the Catholic Education Service and are the resources that are recommended in the Diocese of Portsmouth. Each series of lessons has its foundation in religious teachings, but is also engaging, which will help to promote the development of the whole child within our Catholic context.

For more information: <https://www.tentenresources.co.uk/>

Students in Years 7-11 will be taught this programme as part of their RE lessons.

A1.2 Key Stage 4

The AQA GCSE 'Catholic Christianity with Judaism' course is followed by most students. A small number of students follow the AQA 'Christianity with Judaism' Short Course. The courses aim to address the key Areas of Study of the Religious Education Curriculum Directory for Catholic Schools by the Bishops' Conference of England and Wales.

Across Year 10 and 11 students learn what it means to live in relationship through the study of the beliefs, teaching and community of the Catholic Church and Judaism.

Students also study the themes of Religion, Peace and Conflict, Religion, Crime and Punishment, Religion and Life as well as The Existence of God and Revelation. As part of this they consider:

- Christian perspectives on human violence, justice, forgiveness and reconciliation
- Christian perspectives on terrorism and Christian initiatives in conflict resolution and peace making
- Christian perspectives on the origins of life, the sanctity of life and the quality of life, with particular reference to abortion and euthanasia
- Christian perspectives on the nature of evil and suffering
- Christian perspectives on the aims of punishment and the treatment of prisoners, with particular reference to the reasons for crime, including poverty, mental illness and addiction

A1.3 Key Stage 5

In Years 12 and 13 students are taught an RSE module as part of the general RE programme that has been developed. This is to ensure they are being taught age and stage appropriate RSE on topics like sexual desires, pornography, fertility/infertility and STIs and is part of a wider spiral curriculum that follows on from what is taught at KS4.

In addition, as part of the tutorial programme, students have a presentation from a health professional which focuses on a variety of sexual health issues including testicular cancer and sexually transmitted infections.

A2.0 Science

A2.1 Key Stage 3

The requirements of the KS3 Programmes of Study for Science are that students should be taught about reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. We teach this during the Summer Term of Year 7. Teaching is sensitive to the difficulties that Year 7 students face in using accurate vocabulary. The emphasis is on students learning about their bodies and giving them the knowledge and confidence to make healthy choices which are in keeping with Catholic values.

A2.2 Key Stage 4

All students follow either the AQA Combined Science GCSE or Triple Science which includes GCSE Biology. In Year 10 students study a topic on communicable diseases in which students will learn about communicable diseases including sexually transmitted infections in humans (including HIV/AIDs and gonorrhoea). In Year 11 students study a topic on reproduction which follows on from the work done in Year 7. Students will learn about human reproduction including the hormones involved in human fertility and the control of the menstrual cycle. They will learn about the artificial control of fertility including hormonal and non-hormonal methods of contraception as well as infertility treatments. This is done within the context of Catholic values and the teaching of the Catholic Church.

A2.3 Key Stage 5

Students studying A level Biology learn about human gamete formation and fertilisation followed by differentiation and embryonic development in Year 12. Also in Year 12, students study genetic conditions including cystic fibrosis. This includes the effect on families and relationships, genetic screening techniques, treatments and making choices within an ethical framework of: rights and duties; maximising the amount of good in the world; making decisions for yourself and leading a virtuous life. In Year 13 there is a whole topic on the human body's response to infection with HIV/AIDS as one of the two case studies (the other is TB). Students learn how HIV is transmitted (and how infection can be prevented) and the course of the disease as well as how it is treated and how its spread can be reduced.

A3.0 PDC

A3.1 For the PDC curriculum it is intended to use a variety of resources to enable us comply with the DfE's statutory guidance and deliver a programme that will enrich the lives of our students and allow them to develop in all aspects: socially, morally, spiritually and culturally. In general, we will be using a combination of resources from the PSHE Association, Ten Ten, the Catholic Education Service and ECPublishing; a team that have created high quality teaching resources for schools that comply with the new guidance and which are influenced by the PSHE Association. There will be four strands to the curriculum: health and wellbeing, living in the wider world, relationships and citizenship to ensure we are covering everything that is required of us in Relationships Education, Relationships and Sex Education, Health Education and Citizenship.

Appendix B

Curriculum Outline

Topic	What pupils should know	Where it is being covered when and where in RE and PDC
Families	That there are different types of committed, stable relationships	Year 7 term 3 – healthy friendships Year 9 term 3 – marriage and different types of stable relationships
	How these relationships might contribute to human happiness and their importance for bringing up children	Year 7 term 3 – importance of friendships Year 7 term 3 – why family is important & the role of the parents. Different types of family (focus on Bend it like Beckham – age rating 12) Year 10 term 3 - Responsibilities of parenthood and the role of marriage as the basis for family life
	What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony	Year 8 term 3 – divorce and separation Year 9 term 3 – different legal rights and protections within marriage
	Why marriage is an important relationship choice for many couples and why it must be freely entered into	Year 7 term 3 – sexual intercourse as more than just a physical act but a gift for married couples Year 9 term 3 – marriage and family life
	The characteristics and legal status of other types of long-term relationships	Year 9 term 3 – different types of stable/committed relationships
	The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting	Year 7 term 3 – why family is important and the role of parents Year 8 term 3 – parental responsibilities in relation to divorce and separation Year 9 term 3 – family life Year 10 term 3 – responsibilities of parenthood and the role of marriage as the basis for family life Year 9 PDC tem 2 – about different types of family and parenting, including single parents, same sex parents, blended families, adoption and fostering
	How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed	Year 7 term 3 – friendships Year 8 term 3 – changing friendships and bullying & divorce/separation Year 9 term 3 – marriage, consent & online relationships Year 10 term 3 – values, attitudes and beliefs – respect in relationships & sexual exploitation Year 11 term 2 – types of behaviour in relationships that are criminal

Respectful relationships, including friendships	The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship	Year 7 term 3 – healthy friendships & importance of friendship Year 8 term 3 – changing friendships Year 9 term 3 – consent Year 11 term 2 – dealing with sexual pressure and respect, authority, tolerance & consent Year 9 PDC term 2 – conflict resolution strategies
	Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Year 7 term 3 – healthy friendships Year 9 term 3- learning to honour and respect one another as persons of innate dignity Year 10 term 3 – respect in relationships
	How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)	Year 7 term 3 – different types of family Year 8 term 3 – changing identities – gender & sexual identity and bullying Year 9 term 3 – contextualising gender roles/stereotyping Year 9 term 3 – LGBTQAI & homosexuality Year 11 term 2 – pornography Year 7 PDC term 2 – diversity, stereotyping & prejudice – how do we challenge them? Year 8 PDC term 2 - about gender identity, transphobia and gender-based discrimination; how to recognise and challenge homophobia and biphobia; how to recognise and challenge racism and religious discrimination (stereotyping, discrimination and prejudice – religion focus) Year 10 PDC term 2 – how to safely challenge discrimination, including online
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people’s beliefs	This will be embedded into all aspects of the RSE curriculum and in the manner in which it is taught so that everyone feels respected and included
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help	Year 8 term 3 – bullying Year 9 term 3 – online relationships and sexting Year 7 PDC term 2 – the signs and effects of types of bullying, including online
	That some types of behaviour within relationships are criminal, including violent behaviour and coercive control	Year 10 term 3 – sexual exploitation – emotional, physical, domestic abuse and neglect Year 11 term 2 – forced marriage, FGM, coercive control & honour based violence
	What constitutes sexual harassment and sexual violence and why these are always unacceptable	Year 10 term 3 – sexual exploitation
	The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal	Year 7 term 3 – unique and gifted (Imago Dei) Year 9 term 3 – changing attitudes to sex & gender and LGBTQAI Year 10 PDC term 2 – about the Equality Act, diversity and values

Online and media	Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online	Year 9 term 3 – online relationships Year 8 PDC term 3 – digital literacy and online safety
	About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online	Year 9 term 3 – online relationships
	Not to provide material to others that they would not want shared further and not to share personal material which is sent to them	Year 9 term 3 – online relationships & sexting
	What to do and where to get support to report material or manage issues online	Year 8 term 3 – different types of bullying and where to get support Year 9 term 3 – online relationships Year 11 PDC term 2 – how to handle unwanted attention, including online
	The impact of viewing harmful content	Year 9 term 3 – online relationships Year 10 term 3 - sexual harassment & violence/pornography & inappropriate online content
	That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners	Year 10 term 3 - Sexual harassment & violence/pornography & inappropriate online content Year 11 term 2 - pornography
	That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail	Year 9 term 3 – online relationships Year 10 term 3 - Sexual harassment & violence/pornography & inappropriate online content)
	How information and data is generated, collected, shared and used online	Year 9 term 3 – online relationships
Being safe	The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships	Year 9 term 3 – consent Year 10 term 3 – sexual exploitation Year 11 term 2 - Sexual desire - respect, authority, tolerance & consent (how and when it can be withdrawn – in all concepts, including online); dealing with sexual pressure and types of behaviour in relationships that are criminal - forced marriage, FGM, coercive control & honour based violence Year 8 PDC term 3 – internet safety & online grooming Year 11 PDC term 2 – how to challenge harassment and stalking, including online; various forms of abuse and how to overcome challenges in seeking support
	How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)	Year 9 term 3 – consent Year 10 term 3 – respect in relationships Year 11 term 2 – sexual desire – respect, authority, tolerance and consent

Intimate and sexual relationships, including sexual health	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship	Year 7 term 3 – marriage and family life Year 9 term 3 – marriage and different types of stable/committed relationships & consent Year 10 term 3 – respect in relationships Year 11 term 3 – sexual desire, respect and authority
	That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing	Year 9 term 3 – contraception Year 10 term 3 – use of alcohol and drugs and how these can lead to risky sexual behaviour Year 11 term 2 – sexual health
	The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause	Year 11 term 2 – family life – natural family planning and fertility & infertility treatments
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others	Year 9 term 3 – consent Year 10 term 3 – chastity and self-control Year 11 term 2 – dealing with sexual pressure Year 11 PDC term 2 – how to communicate assertively & how to communicate wants and needs
	That they have a choice to delay sex or to enjoy intimacy without sex	Year 9 term 3 – consent Year 10 term 3 – chastity and self-control
	The facts about the full range of contraceptive choices, efficacy and options available	Year 9 term 3 – contraception Year 11 term 2 - family time – Natural Family Planning and how this differs from other forms of contraception and abstinence
	The facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help	Year 10 term 3 – facts and choices in relation to pregnancy
	How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment	Year 11 term 2 – sexual health
	How the use of alcohol and drugs can lead to risky sexual behaviour	Year 10 term 3 – substances, sex and behaviour
	How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment	Year 10 term 3 – support and advice Year 11 term 2 – sexual health